

Utah CGP-Guidance Activities Act Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School No. Ogden Jr.

District Weber

Target Group:(whole school, entire class) All 7th, 8th, and 9th grade students

Target Group selection is based upon the following data/information/school improvement goals: School DSSL - Responsible

Character Development - Social Skills Lessons - Behavior Station Training

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Students will learn appropriate behavior in library, classroom, halls, gym, cafeteria, bus, and school policies — They will see the behavior modeled + have the chance to practice the behavior.	School DSSL Responsible Character Development	School wide training day. 6 behavior stations. Teachers, administrators + counselors, cooks, secretaries will help. Students will rotate to various stations until they have had all 6 - 30min each.	1/2 day of school. All school personnel need to be trained on their behavior station	Evaluation is based on staff feedback. Our discipline tracker was just put in place last fall so we are lacking accurate data from previous years.	2nd Week of school	750

Donald R. Vanner
Principal's Signature

5/24/05
Date

Date of Staff Presentation

Prepared By



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Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005*
 Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School NOJH

District Weber

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Teri Spiers Kristy Haws	7, 8, 9 graders	Curriculum developed by NOJH staff - Mostly expectations of behavior in different parts of the school.	training Aug 2004 data collection Aug - Apr 2005	750	Staff + faculty report they felt the training helped reduce the number of referrals to the office. They felt the students overall were better behaved in the cafeteria, hallways, and gymnasium.	The discipline tracker actually showed an increase in most referrals to the office from the 2003 school year to 2004-2005 year.	Most of our infractions went up from 2003 school year to the 2004 school year - We believe because we are tracking the data better not because there are more violations.

Principal's Signature _____

Date _____

Date of Staff Presentation _____

Prepared By _____

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP—Individual Planning: SEOP Guidance Activities Action Plan 2004-2005*

School No. Ogden Jr.

District Weber

Target Group: 8th grade students

Target Group selection is based upon the following data/information/school improvement goals: Communication / Collaboration

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
All 8th grade students will have a better understanding of what is expected of them for graduation	Students will complete high school with essential coursework that provides a wide range of substantial post secondary options.	graduation requirements will be discussed with all 8th grade students in their individual SEOP and again in their social studies class	n/a	pre test before SEOP Post test after SEOP	Nov 2004- Feb 2005	240

Donald R. Vannum

Principal's Signature

5/16/5

Date

n/a

Date of Staff Presentation

Teri Spiers / Kristy Han

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



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Utah CGP—Individual Planning: SEOP C

lance Activities Results Report 2004-2005*

School NOJH

District Weber

Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
Kristy Haws Teri Spiers	8th grade Students	Education graduation requirements Weber High School class listing	Nov 2004 Feb 2005	204 individuals affected changed out of 26 6th graders	2004 pre test score 100% post test score 100% There were 2 questions on the test the average score on the pre test was 2 the average on the post was 6	Students came to the class with little knowledge of high school graduation requirements and left with greater knowledge of requirements	The data showed that most of the 204 students that took their SEOP were an understanding of what is required for graduation

Principal's Signature _____

5/16/5
Date

n/a
Date of Staff Presentation

Kristy Haws/Teri Spiers
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*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Attach data, examples and documentation

Utah CGP—Individual Planning: SEO. Closing the Gap Action Plan 2004-2005*

School NOJH

District Weber

Target Group: 9th grade females in POT physics class

Target Group selection is based on the following data/information/school improvement goal: Only two females registered for Physics class in 2004

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Increase number of female students enrolled in Physics P.O.T. class	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.	8th grade SCOP counselors will explain benefits of different science classes and encourage female students to try the physics class.	Science teachers will also encourage students to try the physics class.	Compare female enrollment from 2004 to 2005	Fall 2004 - Spring 2005	115

Principal's Signature _____

05/10/05
Date

n/a

Date of Staff Presentation

Kristy Haw/Teri Spias
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP—Individual Planning: SEOP Using the Gap Results Report 2004-2005*

School NOJH

District Weber

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
Teri Spiers Kristy Haws	8th grade female students enrolling in 9th grade	Registration materials—summary of science classes -	SEOPs were done Nov 2004 Feb 2005	approx 115 females	2 female students were enrolled in the physics class for the 2004-2005 school year.	18 female students are enrolled for the 2005-2006 school year	That female students at North Ogden are taking physics in increasing numbers, hopefully because of our efforts.

Principal's Signature _____

5/16/05
Date

n/a
Date of Staff Presentation

Teri Spiers / Kristy Haws
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School No. Ogden Jr. High District Weber School District

Target Group: All 7th, 8th & 9th grade students with "lower" reading scores.

Target Group selection is based on the following data/information/school improvement goal: DRSL "Literacy" - Gates/McGinitie
Reading tests

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Increase students Comprehension & vocabulary.	N. Ogden Jr. High completed accreditation in 2004. One of our DRSL's is Literacy.	The 20 students from each grade that scored lowest on the reading test (and who weren't already receiving services) were placed in a small, English class that focused on reading.	Trust Lands money to fund extra classes. Administrative support. CGP help pay for writing; english teachers also make recommendations for placement.	Compare grades from this year & last and also reading test results.	tested spring 2004 Classes 2004-2005 tested spring 2005	750 students tested # of students placed in English/Read 20 - 7th grade 20 - 8th grade 40 - 9th grade

Donald R. Lamm

Principal's Signature

5/24/05

Date

Date of Staff Presentation

Kristy Hawk

Prepared By



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*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School NCJH

District Weber

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Kristy Hawk Teri Spiers	Students from each grade with lowest reading scores (that were not already receiving sp.ed services)	Gates/McGinnity tests (Approx 1400) Eng/Reading curriculum	Spring 2004 Spring 2005	approx 65	See attached - students selected from pre test scores; the same test was given in the spring of 2005 + results compared.	61% increased their over all scores 35% decreased their over all scores.	When discussing data with teachers we found that many of the students results are skewed - whether for lack of effort on students part? Next year we are using the read 180 program in place of English/reading so we will have Gates/McGinnity scores and Read 180 scores

Principal's Signature _____

Date _____

Date of Staff Presentation _____

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*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP—Individual Planning: SEOP Guidance Activities Action Plan 2004-2005*

School Orion Jr. High

District Weber

Target Group: All 8th Graders

Target Group selection is based upon the following data/information/school improvement goals: To measure some of what we feel like we are accomplishing in 8th grade individual SEOP's.

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Students will be able to demonstrate knowledge of high school graduation requirements & the difference between those requirements and college recommendations, like more Math & Science courses before beginning high school next year.	NCD guideline #'s 4 thru 8.	Individual SEOP's w/ parents invited. Graduation requirements & the difference between those requirements & college recommendations were discussed as part of the SEOP. Hand out on this was also given.		Pre & Post test.	Nov. 04' - March 05'	240

SC
Principal's Signature

4/29/05
Date

Date of Staff Presentation

Steve Short
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP—Individual Planning: SEOP Guidance Activities Results Report 2004-2005*

School Orion Jr. High

District Weber

Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
Steve Short & Laurie Moyes	All 8th graders		Nov. 04 Mar. 05	All 8th graders seen individually at their SEOP.	Before the SEOP, on the pre-test, only 4% of 8th graders demonstrated knowledge of graduation requirements & the difference between those requirements & college recommendations. On the post-test, 81% demonstrated knowledge, + 77%		That we need to continue to spend time at our SEOP's reviewing graduation requirements & discussing the difference between those requirements & college recommendations, because only 4% have the knowledge before beginning the 9th grade without us addressing it @ individual SEOP's. We went over graduation requirements & college recommendations with all 8th graders in our 8th to 9th classroom registration presentation & still only had 4% pass the pre-test so addressing this individual needs to be done.

SC
Principal's Signature

4/29/05
Date

Steve Short
Date of Staff Presentation

Steve Short
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Attach data, examples and documentation addressing this individual needs to be done.

Utah CGP—Individual Planning: SEC. Closing the Gap Action Plan 2004-2005*

School Quinn Jr. High

District Weber

Target Group: Small Group Data

Target Group selection is based on the following data/information/school improvement goal: Taking more responsibility for choices, better peer interaction, development of healthier self image.

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
See Attached						

SEC
Principal's Signature

6-1-05
Date

Date of Staff Presentation

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Utah CGP—Individual Planning: SEOP Closing the Gap Results Report 2004-2005*

School

Snow Jr High

District

Weber

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
<i>See Attached</i>							

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Attach data, examples and documentation

Utah CGP – Individual Planning: SEOP Closing the Gap Action Plan 2004-2005
Orion Jr. High School
Counselor: Laurie Moyes

Intended Behavior

Students will increase their individual awareness as it pertains to positive self concept, skills to positively interact with others, identification of internal and external sources of stress, understanding of the complexity of emotional states, and identification of the risk factors for depression and suicide for the benefit of self preservation and to assist other social acquaintances.

Guidelines

Needs assessment results from N.O.J.H. year 2003.
NOICC Competencies (Self Knowledge)

Activity Delivered in What Manner?

Guidance curriculum was integrated into the health classroom curriculum. Class subjects taught were:

- Emotional Well Being
- Depression and Suicide among Adolescents
- Sexually Transmitted Diseases / Aids (taught in conjunction with School Nurse)
- Bullying Prevention
- Eating Disorder Awareness

Resources/Staff Needed

Access to Health Classroom
School Counselor
School Nurse

Evaluation Method

Post Testing

Start/End Dates

2004-2005 School Year

Projected # of Students Impacted

100

Counselor

Laurie Moyes

Target Group

8th Grade Students

Curriculum and Materials

8th Grade textbook

Counselor information on anxiety and depression

Counselor information on depression/suicide

School Nurse STD and Aids curriculum

Anti bullying campaign developed by counselor/peer leaders

Eating disorders tapes from "Foundation for Change"

Number of Students Participating in Data

115

Perception Data 2005

Having classroom presentations by a school counselor were:	
Helpful	105
Not helpful	8
Hurtful	2

Talking about eating disorders was:	
Helpful	82
Not necessary	29
Hurtful	3

Talking about depression and suicide was:	
An issue that I needed to learn about	84
An issue that was not necessary for me to learn about	25
An issue that should not be discussed in the classroom	5

Talking with the school nurse and school counselor about sexually transmitted diseases and Aids was:	
Something I needed to learn about	95
Something I did not need to learn about	19
Hurtful for my education	4

Having peer leaders talk about bullying problems and solutions was:	
Important for me to learn and understand	84
Not important for me to learn and understand	34

Would you like more classes taught by the Counseling Team?	Yes 80	No 30
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Results Data:

The data indicates to me that the students were positively impacted by having school counselors in the classroom. The gathered statistics signify that the information that Orion's counselors are presenting appears to be useful to them. With the positive results that were obtained, we can likely ascertain that the students are developing and learning the intended behaviors.

Implications:

The data tells me that students perceive having counselors in the classroom as a positive force in their education. However, I would like to take a closer look into what Guidance Curriculum would be optimally beneficial for students to acquire. I noted that each subject area that was questioned had approximately the same data ratio. With this in mind, I believe that I need to concentrate more on the needs assessments that are gathered every three years, and make a better effort to focus curriculum on the results of these needs and the NOICC competencies. Additionally, I would like to follow up with a needs assessment for 8th grade students based on subject areas.

Utah CGP- Individual Planning: SEOP Closing the Gap Action Plan 2004-2005

School Rocky Mountain Junior High School District Weber School District

Target Group: Academic at Risk Students (7th, 8th and 9th Grade)

Target Group selection is based on the following data/information/school improvement goal: Low GPA / Failing Grades

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
1- Fewer F's 2- Increase GPA	<u>DRSLs</u> Literacy and Numeracy	1- Counselors meet monthly with students in Options 2- Incentive / Rewards 3- Student Recognition	1- Options Aide 2- Counselors 3- Incentive / Rewards	1. Compare GPA and number of F's for each student in Options.	Term 1 - Term 4.	40-45


Principal's Signature

6/20/05
Date

Sept. 2005
Date of Staff Presentation

Ron Farnsworth, Kathleen Lynch
Prepared By


*adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP- Individual Planning: SEOP Closing the Gap Results Report 2004-2005

School Rocky Mountain Junior High School District Weber School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
Ron Farnsworth Kathleen Lynch	Academic at Risk Students who are placed in Options (7th, 8th and 9th grade)	Counselors meet monthly with students and teach Study Skills Also, students receive incentives, awards and recognition.	Term 1 - Term 4.	46	See attached.	Most students improved GPA 2nd term and 3rd term and dropped 4th term.	Place extra emphasis on 4th term and see if it improves outcomes.


Principal's Signature

6/20/05
Date

Sept. 2005
Date of Staff Presentation

Ron Farnsworth, Kathleen Lynch
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Attach data, examples and documentation

Utah CGP-Guidance Activities Act Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Sand Ridge Junior High District Weber School District

Target Group:(whole school, entire class) Whole School

Target Group selection is based upon the following data/information/school improvement goals:_____

Students will develop learning skills which will support a life of continual education.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Grades will improve for students as they set and achieve measurable goals.	AL:A Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.	Lessons in the mentoring classes on goal setting with a goal setting component each term. Prizes/awards will be given to students who meet the pre-set goal.	Every teacher in the school will conduct the mentoring class. Counselors will provide the teachers with handouts and lesson plans.	Success will be evaluated by how many students actually achieve their preset goal.	All School year. Goals will be checked at the end of each term using the report card to see if the student goal was met.	All students in the school

[Signature]
Principal's Signature

May 31, 2005
Date

Date of Staff Presentation

[Signature]
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*adapted from the ASCA National Model: A Framework for School Counseling Programs

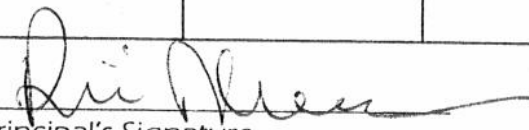


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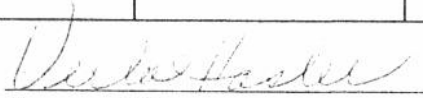
Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005*
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School Sand Ridge Junior High District Weber School District.

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Linda Smith Verla Hasler	Whole school	Goal setting sheets with a parent component. Lessons plans for teachers on goal setting. Rewards for each term for students who meet the goals set	All school year goals evaluated each term.	All students in the school will be involved in the project	Students will achieve goals only if they set measurable goals that can be validated by their report card. The parent component must be completed to qualify for the reward.	Nearly half of the students at Sand Ridge met the goals they set. See Data provided.	Parent involvement was more important to 7 th grade students than to 9 th grade students. Fourth term the results were much poorer than for the other terms. As a school we had fewer mentoring sessions fourth term. That may be a factor.


 Principal's Signature _____
 Date May 31, 2005

 Date of Staff Presentation


 Prepared By _____

*adapted from the ASCA National Model: A Framework for School Counseling Programs

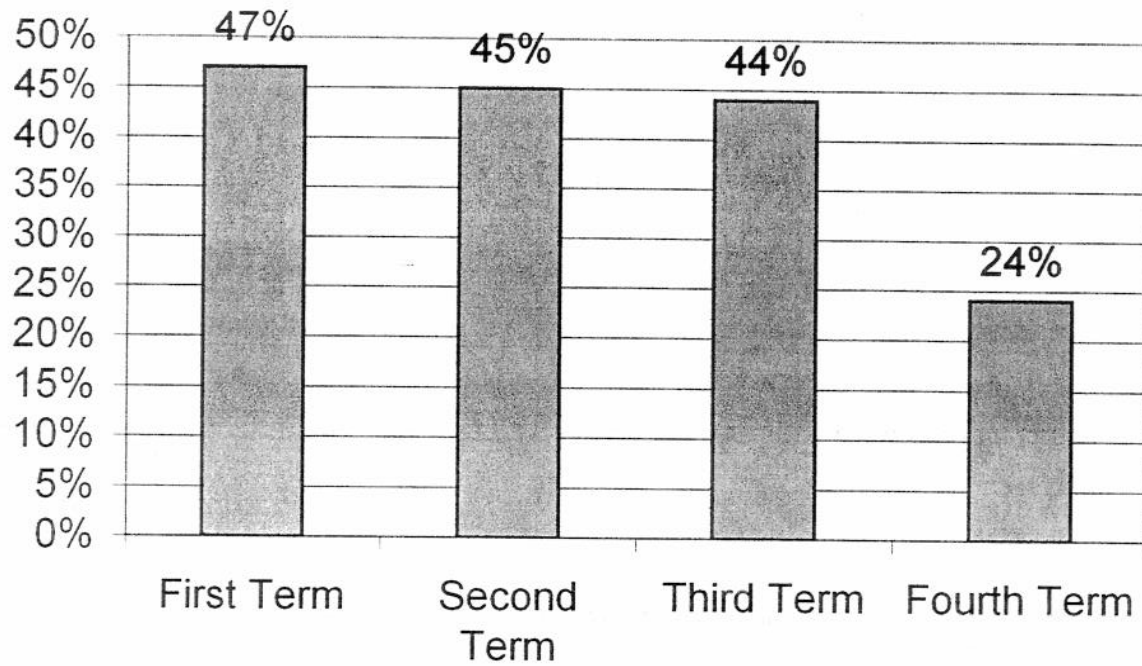
**Include actual numbers and attach data, examples and documentation

Guidance Activity Action Plan Results

As the school participated in the Mentoring activity the following criteria made a difference to the outcomes:

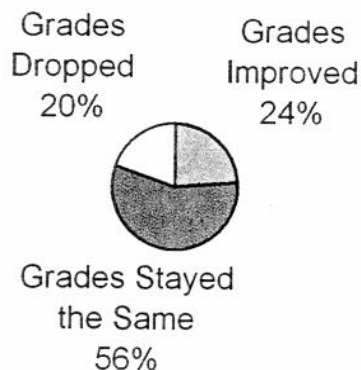
1. Some teachers bought into the goal setting process to a greater degree. Those teachers had better outcomes with their students.
2. The parent component and involvement was helpful. Some students met their goal but were not rewarded because this part was not completed. We did not graph that data.
3. Some students set goals that did not require them to stretch. The goal was the minimum of what they were capable.
4. The seventh grade students were more involved in the goal setting process than the older students in our school.
5. The P.T.A. in the school was invaluable in helping us obtain rewards for achieving the goals. The awards given were as follows:
 - Candy bars (two terms)
 - Certificate for \$1.00 to be used in the school store
 - Pass to the Roy Aquatics Center
6. Students achieving first and second term goals were able to participate in a special 7th period school stomp in addition to the end of term incentive. Over 36% of the student body was involved in the stomp (277 students).
7. The students who achieved their goal for all four terms, were presented with a special Sand Ridge Scorpion pin. Pins were given to 114 students or 14 % of the student body. These students also attended an awards assembly with ice cream.
8. Data was derived from a student survey plus data given by the teachers regarding students who met their goal.

Percentage of Students Who Accomplished Their Targed Goals

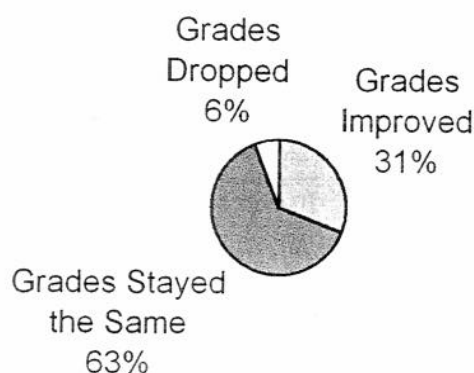


How did the mentoring "Goal Setting" affect your grades?

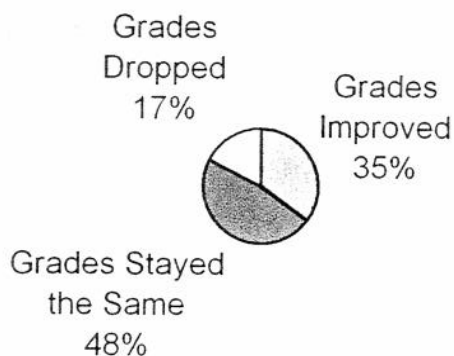
9th Grade Students



8th Grade Students



7th Grade Students



Utah CGP-Closing the Gap Act Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Sand Ridge Junior High District Weber School District

Target Group: The student's in the Option's program.

Target Group selection is based on the following data/information/school improvement goal: _____

The student's selected must be failing one or more classes and have a history of poor academic performance. They are in the class as a result of a conference with the student, the parent and the counselor.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Students will be required to fill out a daily tracking book as part of the grade given in the Options class. This will help the student to remember the homework required in each of their classes.	The DRSL formulate by Sand Ridge Junior High states: Sand Ridge students will gain basic knowledge and develop learning skills which will support a life of continual education.	The Options teacher will provide the student with a planner/tracking book. The student will be required to fill the book out daily, indicating what was done in each class as well as the home work from each class.	Options staff Tracking book for each student Parent support	Student questionnaires Grades for targeted students.	All school year	73 students

[Signature] May 31, 2005
Principal's Signature Date

[Signature]
Date of Staff Presentation Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



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Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Sand Ridge Junior High District Weber School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Linda Smith Verla Hasler	Students in the Option's classes	Tracking books Post Quiz showing students perceptions of effectiveness	All school year	73 students	Students fail classes because of missing assignments. Report cards verified this data,.	See attached graphic and grades of the students.	The grades and the post test indicate that the students who are failing need more intervention than just the tracking book. A secondary finding is that even though the students may use the book, 64 % of the parents are not involved in the process.

Principal's Signature [Signature] Date May 31, 2005

Date of Staff Presentation

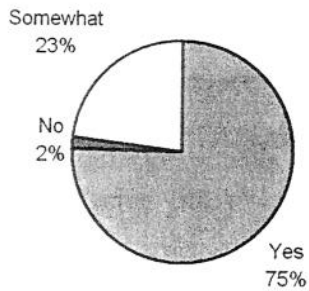
*adapted from the ASCA National Model: A Framework for School Counseling Programs

Prepared By Verla Hasler

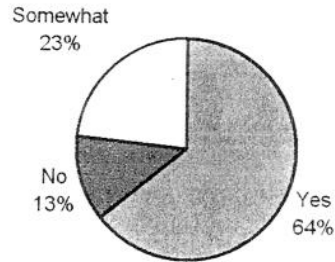
**Include actual numbers supporting conclusions and attach data, examples and documentation

Options Class Survey

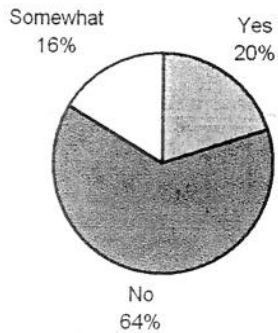
Has the Options Program helped you achieve better grades this year?



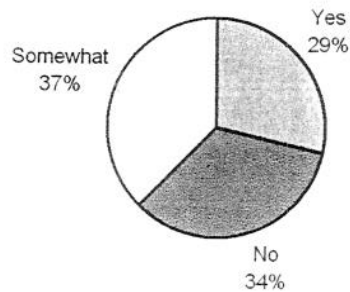
Did you use the tracking book/planner this year?



Did your parents participate in your use of the planner?



Did you feel the use of the planner helped you to achieve better grades?



Utah CGP—Individual Planning: SEOP Guidance Activities Action Plan 2004-2005*

School Snowcrest Junior High School

District Weber School District

Target Group: 8th grade students at Snowcrest

Target Group selection is based upon the following data/information/school improvement goals: The need to improve the process of the SEOP conference as a valuable planning component in a positive educational system was consistently indicated in the Student, Parent and Teacher Need Assessments

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
<p>Students will use the SEOP conference as an esteem building activity with the following purposes in mind:</p> <ul style="list-style-type: none"> Connecting school performance to life success Understanding what it takes to be successful in school Goal setting Planning classes that would be of most benefit 	<p><i>Utah Comprehensive Guidance Program - Student Outcomes: Standards and Competencies</i></p> <p>LC:C2 – Learn to make life/career plans through development of a written and electronic SEOP and annual assessment and modification of that plan</p>	<p>Individual conferences SEOP folder formatted to follow the agenda</p> <ul style="list-style-type: none"> Streamlined folder system Use of standardized agenda – monitoring facilitated in SEOP folder Student directed Change scheduling format Use of ESEOP in the 8th grade 	<p>Training of staff to conduct 7th and 9th grade SEOP conferences following the activities outlined in the folder.</p> <p>Focus on planning for the future.</p> <p>Reminder to review Ed-line usage. Each year should be sequential and an opportunity for revision as well as reinforcement</p>	<p>Exit surveys including parent and student input. Comparison data collected on exit surveys. Needs survey indicated dissatisfaction with previous outcomes.</p>	<p>2004-2005 school year</p> <p>Results data collected as the conferences are completed</p>	<p>7th grade focus - orienting to the SEOP - 130 students</p> <p>8th grade focus - introduction and use the ESEOP - 4 year plan - 129 students</p> <p>9th grade focus – preparation for the J. Shadow Experience 117 students</p>

Principal's Signature

April 10, 2005

Date

October 2004 - May 2005

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs




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Utah CGP—Individual Planning: SEOP Guidance Activities Results Report 2004-2005*

School Snowcrest Junior High School

District Weber School District

Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
<ul style="list-style-type: none"> • Revision of SEOP folder • Instruct faculty on use of revised SEOP folder • Conduct 8th grade SEOPs 	<p>7th and 9th grade SEOPs conducted by faculty</p> <p>8th grade SEOPs conducted by counselor</p>	<ul style="list-style-type: none"> • Introduction to SEOP process in English classes • Revised SEOP folder • Use of ESEOP with 8th grade students • Scheduling change to include counselor in 8th grade SEOPs • Use of folder for registration 	<p>November 2004 – June 2005 – Data compiled in April 2005</p>	<p>With 6 weeks left in the school year SEOP conferences completed</p> <p>7th – 103 8th – 15 + 12 9th – 89</p>	<p>Comparison of previous SEOP exit surveys and current year SEOP exit surveys indicate objectives were addressed in the conferences. Parent/Student Exit Surveys indicate a perception of effectiveness of the SEOP at addressing the following areas:</p> <ul style="list-style-type: none"> • Encouraging positive self concept • Connecting school performance to life success • Helping understand what it takes to be successful in school • Setting goals for the future • Planning classes that would be beneficial in attaining goals (See attached data) 	<p>Overall satisfaction with SEOP process improved.</p> <p>Secondary results include:</p> <ul style="list-style-type: none"> • more comfort in the registration process • more student and parent knowledge in the ESEOP 	<p>In addressing the recommendations of the state and district comprehensive guidance programs : became necessary to change the way Snowcrest schedule and structured the SEOP conferences</p>


Principal's Signature

April 10, 2005
Date

April 14, 2005
Date of Staff Presentation

Prepared By

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**Attach data, examples and documentation

Utah CGP—Individual Planning: SEOr Closing the Gap Action Plan 2004-2005*

School Snowcrest Junior High School

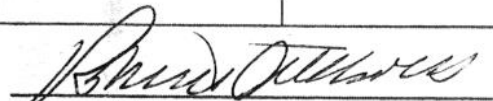
District Weber School District

Target Group: Math 7 students

Target Group selection is based on the following data/information/school improvement goal: Snowcrest Junior High School

Improvement Goal # 4 – Individualizing Education – Meeting the needs of all learners

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Students will experience: <ul style="list-style-type: none"> Higher rate of success in Math 7 Exposure to better Math student role models Better preparation for success in Pre-Algebra Improved performance on Math 7 core tests 	<i>Utah Comprehensive Guidance Program - Student Outcomes: Standards and Competencies</i> A/L:A3 – Achieve school success with indicators as outlined in AL:A3.1-3.8	Students identified as candidates for the Math 7 class will be integrated in the Pre-Algebra class with assignment modifications and testing accommodations. Counselor will meet with these students to individualize accommodations such as smaller assignments, group quizzes, more frequent feedback, and extended test time	Partner with Math 7 teacher (Brenda Martin) to monitor, consult with students and parents. Through consultation and collaboration, appropriate strategies for individual students will be implemented. Encourage students to be better prepared to be successful in Pre-Algebra leading to High School credit in the 9 th grade year	<ul style="list-style-type: none"> Student achievement as measured by academic grade in Math 7 Registration for Pre-Algebra for 8th grade year 	2004-2005 school year Results data collected following 3 rd quarter	17 – 7 th grade students


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April 10, 2005
Date

July/August, 2004
Date of Staff Presentation

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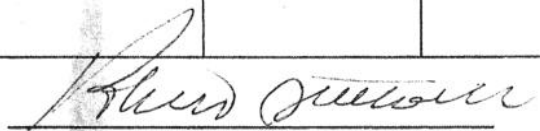
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Utah CGP—Individual Planning: SEOP Closing the Gap Results Report 2004-2005*

School Snowcrest Junior High School

District Weber School District

Content	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
<ul style="list-style-type: none"> • Work with scheduling to cluster small groups of Math 7 students in each of the 5 sections of Pre-Algebra • Monitor students at each midterm as well as at the end of each quarter • Work with individual students to provide for peer tutors, use of HotMath.com, test taking help • Collaborate with teacher 	17 Math 7 students as identified by self selection, parent input and 6 th grade teacher recommendation	Modified curriculum and assignments from the Pre-Algebra program will be used. Many of the reinforcement activities will be used to foster success. The belief that a primary agenda is to encourage Math confidence and consistent progress is a foundation for this project. Students will be instructed in the access and use of Hotmath.com	August 2004 – June 2005 – Data collected in April 2005	17 7 th grade students in 5 different sections of Math 7 / Pre-Algebra Classes included in Academic Data 3 students did not remain on the Math 7 rolls for the full year – 2 students were moved to the Resource Math program and 1 student was moved to the Pre-Algebra roll in anticipation of progressing to Algebra in the next school year	<p>In the 2003-04 school year 30/64 grades posted for the Math 7 class (47%) were failing grades</p> <p>In the 2004-05 school year 5/42 Math 7 quarter grades (12%) were failing grades as of the end of 3rd quarter</p>	<p>Overall higher Math grades as indicated in Data.</p> <p>Secondary gains include a much higher Math confidence as indicated by less request for outside tutoring and/or study hall</p>	<p>Overall performance in Math 7 has improved. Students seem less anxious about registering for Pre-Algebra for the upcoming school year</p> <p>It is expected that the long term gains of this program will be more evident as more students are prepared to take Algebra successfully as a 9th grade student, a positive intervention in preventing school failure.</p>


Principal's Signature

April 10, 2005
Date

April 14, 2005
Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

** Attach data, examples and documentation

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Wahlquist Jr. High District Weber

Target Group:(whole school, entire class) 7th grade

Target Group selection is based upon the following data/information/school improvement goals: DRSL: 1) Communication,
2) Thinking & Reasoning

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Make the transition between Elementary and junior high.	DRSL: 1) Communication 2) Thinking & Reasoning Skills	Small-group presentations	• Time to put it together • Faculty buy-in	Pre-test / Post-test	Aug 2005 May 2006	265

[Signature]
Principal's Signature

5-31-05
Date

Aug 2005
Date of Staff Presentation

Haracke/Farnsworth/Stettler
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Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Wahlquist Jr. High

District Weber

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Haacke Farnsworth Stettler	9th grade Students who failed core classes	Graduation Requirements	Aug 2004 May 2005	127	See attached Data	We did not see a drop in the number of students who failed classes. We did, however, see more students make-up the failed credit.	Data shows that when a student sees how failing a class affects them personally, they make more of an effort to make-up the credit.

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5-31-05
Date

May 2005
Date of Staff Presentation

Haacke/Farnsworth/Stettler
Prepared By

**Include actual numbers and attach data, examples and documentation

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9th Grade Loss of Credit

Data Project 2004-2005

Total 9th graders 234
Male 113 Female 121

Total 9th graders that failed at least one class - 127/234 54%

54% of all 9th graders have failed at least one class during the current school year.

Total classes failed by 9th graders - 225

Total number of 9th graders that failed 2 or more classes - 46/127 36%

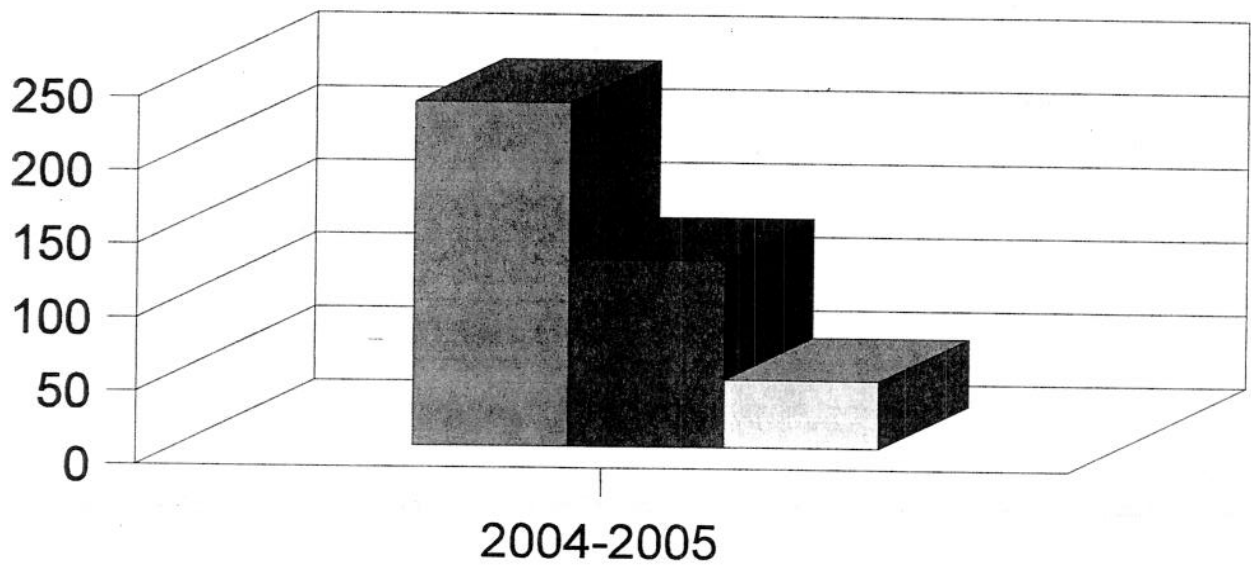
36% of 9th graders were repeaters (students who failed more than one class per current school year), even though they had been talked with and had the loss of credit and graduation requirement discussion.

QTR - 1	QTR - 2	QTR - 3
35 students failed	48 students failed	44 students failed
57 classes	94 classes	74 classes
61%	51%	59%

We have packets developed and prepared for students that are failing their core classes. Twenty-one (21) 9th grade students picked up and made-up for credit those packets. 12 of 21 packets were returned for credit by 6 9th graders.

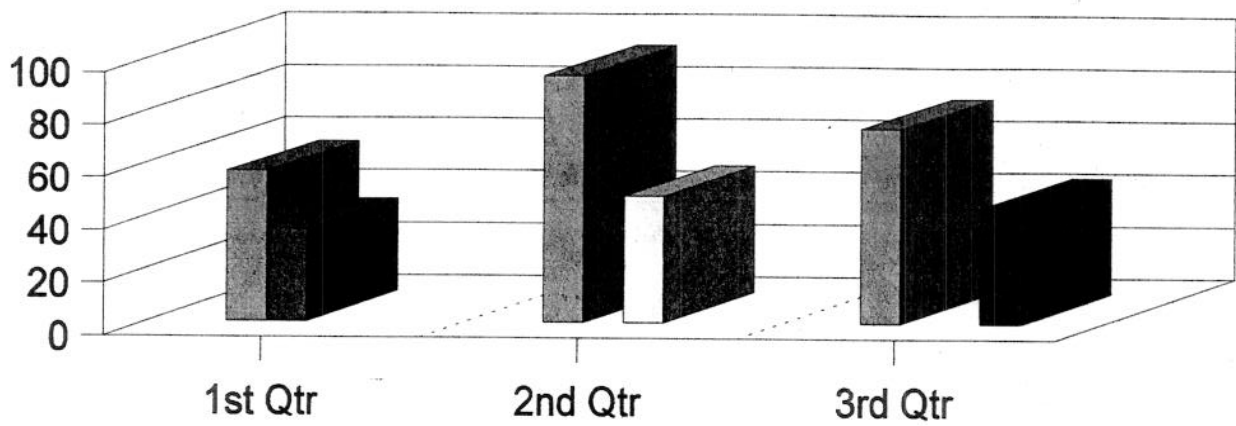
In comparison school year ending in 2004 we had 7 student make-up packets for credit. In the current school year ending in 2005, 21 packets were finished for credit make-up.

Failing 9th Graders



- All 9th Graders
- Failing One Class
- Failing More Than One Class

9th Grade Multiple Classes Failed



- Total 9th Grade Classes Failed
- 35 Students Failed 57 Classes
- 48 Students Failed 94 Classes
- 44 Students Failed 74 Classes

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Wahlquist Jr. High District Weber

Target Group: Students who have conflict/anger management issues.

Target Group selection is based on the following data/information/school improvement goal: Students who are repeatedly referred by teachers, or are found with administration or counseling office with conflict issues.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Reduce conflict within the school.	DBSL: • Communication • Thinking & Reasoning	• Small-group counseling • small-group work sessions	• Time to refer & implement	• Pre/Post test	Aug 2005 May 2006	25-30

Craig Jensen
Principal's Signature

5-31-05
Date

Aug 2005
Date of Staff Presentation

Haacke/Stettler/Farnsworth
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Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Wahlquist Junior High

District Weber

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Haacke Farnsworth Stettler	7th grade students who earn 2 or more 'F' grades	<ul style="list-style-type: none"> • Middle School Study Skills • The Study Skills Handbook • The Study Skills Handbook • The Study Skills Handbook 	Aug 2004 May 2005	9	See attached sheets.	<p>We saw change in how students saw homework & grades. They realized more of a correlation between completing classwork & their grades.</p> <p>• While not all students raised the GPA, overall, the group GPA did rise.</p>	<p>As school personnel alone, we were not effective. The change came when parents became involved on a daily basis.</p>

Cynthia X. X. X.
Principal's Signature

5-31-05
Date

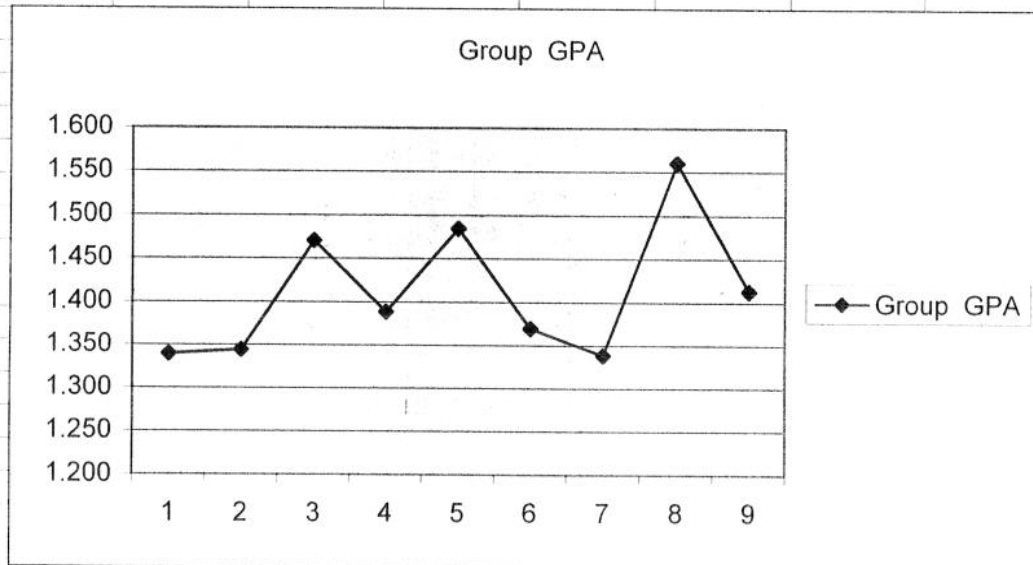
May 2005
Date of Staff Presentation

Haacke/Farnsworth/Stettler
Prepared By

**Include actual numbers supporting conclusions and attach data, examples and documentation

7th Grade Student Skills Group

	2/15/2005	2/24/2005	3/4/2005	3/10/2005	3/18/2005	3/31/2005	4/19/2005	5/6/2005	5/12/2005
Armstrong, Alan	1.15	1.18	1.5	1.566	1.9	0.857	2.34	1.8	1.757
Clements, Michael	1.4	1.4	1	0.666	0.757	0.783	0.5	1.61	1.425
Doxey, Ashlee	2.26	1.45	2.28	1.883	2.1	1.642	1.6	1.38	0.666
Jarman, Dakotah	0.95	1.066	1.1	1.157	0.962	1.057	0.366	0.61	0.942
Kelley, Clint	0.866	1.166	1.15	1.1	0.7	1.233	1.566	2	2.233
Klein, Erica	1.516	1.4	2.116	2.416	2.314	1.771	1.46	1.71	1.416
Kosakowski, Brian	1.242	1.428	1.285	1.04	1.616	2.614	2.876	2.42	2.014
Rochell, Jory	1.333	1.666	1.333	1.283	1.528	1	0	0.95	0.85
	10.717	10.756	11.764	11.111	11.877	10.957	10.708	12.48	11.303
Group GPA	1.340	1.345	1.471	1.389	1.485	1.370	1.339	1.560	1.413



Study Skills Pre-Test
Friday, December 10, 2004

	Always	Sometimes	Never
1. I complete homework assignments.	2 - 1	4 - 6	
2. I have all necessary materials when I go to class.	2 - 4	4 - 3	
3. I have an organized plan for study each night.	2	4 - 5	2
4. I spend too much time studying for what I am learning.		3 - 4	2 - 3
5. I spend hours cramming the night before an exam.	1	2	5 - 5
6. If I spend as much time on my social activities as I want to, I don't have enough time left to study, or when I study enough, I don't have time for a social life.	2 - 1	2 - 2	2 - 3
7. I study with the radio and TV turned on.	2 - 1	3 - 2	1 - 3
8. I can't sit and study for long periods of time without becoming tired or distracted.	4 - 4	2 - 2	
9. I go to class, but I usually doodle, daydream, or fall asleep.	2 - 1	2 - 4	2 - 2
10. I review my class notes throughout the quarter.	1	3 - 4	3 - 2
11. I can't keep up with my reading assignments, and then I have to cram the night before a test.	1 - 0	3 - 3	2 - 3
12. I write my papers the night before they are due.	2	5 - 3	2 - 2
13. I use the time teachers give us in class to get started on homework.	3 - 5	3 - 1	
14. I take good notes.	3 - 2	2 - 6	1 - 0
15. My class notes are difficult to understand later.	2 - 1	3 - 4	1 - 2
16. I seem to get the wrong material into my class notes.		3 - 4	3 - 3
17. After reading an assignment in a textbook, I know what I've read.	3	5 - 4	1 - 0
18. When I get to the end of a chapter, I can't remember what I've just read.	2 - 1	2 - 4	2 - 2
19. I don't know how to pick out what is important in the text.	1	5 - 4	1 - 2
20. I am good at taking tests.	1 - 1	4 - 6	1 - 0
21. I lost a lot of points on essay tests even when I know the material well.	1 - 1	5 - 5	1
22. I study enough for my tests, but when I get there my mind goes blank.	1 - 3	5 - 3	1
23. When my teachers assign papers I feel so overwhelmed that I can't get started.		2 - 5	4 - 2
24. I can't seem to organize my thoughts into a paper that makes sense.		6 - 5	2
25. I ask and answer questions in class.	2 - 2	3 - 4	1 - 1
26. I use tricks to memorize information.	1 - 1	2 - 3	3 - 3
27. I get along well with my teachers.	1 - 3	5 - 4	
28. I am happy with my grades	1 - 2	4 - 4	1 - 1

→To remember things

→To help me on subjects – Math & Science

→How to get every assignment turned in on time

→Get my grades up

→Be organized

→How to do well on tests

→Be focused in class